

CHAPTER V

CONCLUSION, LIMITATION OF THE STUDY, AND RECOMENDATION

This chapter discloses conclusion of the data analysis and discussion that are presented in the previous chapter. It also reveals several gaps in some areas. These gaps are discussed as the limitation of the study. Then, the limitation provides several recommendations for further studies in the same area.

5.1 Conclusion

There are three significant conclusions that can be inferred from this study. First, oral corrective feedback can be used in a classroom with students of multi-level abilities with one enabling condition, which is the appropriateness of corrective feedback with the students' ability. It is found that each type of corrective feedback has different effect on the students' uptake in each level. The corrective feedback which provides the students with the corrected form of their error, such as recast and explicit correction, seems to work better with lower and middle achievers. Meanwhile, the corrective feedback which prompts the students to do self-repair, such as elicitation, metalinguistic feedback, seems to be beneficial for middle and higher achievers.

Second, the teacher tends to give corrective feedback as spontaneous correction. In other words, giving correction tends to be instinctive. This is shown from the inconsistency of findings between interview and observation data. From this inconsistency, it can be inferred that the teacher has good knowledge of corrective feedback, but she does not put her knowledge into use.

Third, even though the corrective feedback is not implemented effectively, the students thought that corrective feedback is beneficial. Unfortunately, some of low level students discourage by the correction from the teacher. Many of them

feel embarrassed and afraid of making mistake after getting the correction from the teacher. This means that the teacher needs to pay attention to the students' feeling in giving the correction. Corrective feedback, in this case, might be delivered carefully in a positive way. Hence, it reduces the risk of blaming the students. The teacher also should be aware that giving correction should not be spontaneous, and thus it can maximize the benefit of corrective feedback for the students.

All the above conclusions indicate that the teacher plays a key role in the implementation of oral corrective feedback. In this case, the teacher should know which types of error that should be corrected in the spoken language and how to correct it. The teacher even should know and be aware of what type of oral corrective feedback strategy that should be used to correct the error made by low, mid, and high level students. Moreover, the teacher should know the students' attitude to the implementation of oral corrective feedback since in certain condition it might discourage the students.

5.2 Limitation

This study is a specific context study. As mentioned in Chapter 3, this study was only conducted in one of department in a polytechnique in Bandung. Therefore, the result of this study cannot be generalized to other contexts.

This study is also limited in the time of observation. The observation of this study is only conducted in three meetings. If it is conducted in a longer period of time, the result of this study will be richer.

Besides, the research design in this study only focuses on qualitative design. This study just describes and explains the real condition of the implementation corrective feedback in the classroom activity. Besides, it also just describes the students' attitude descriptively. If it uses quantitative study or mix method design, it allows for statistical data to figure out the effectiveness of some types of

corrective feedback for certain students' levels and students' attitude to the implementation of corrective feedback.

Moreover, the results of this study only provide the information of types of corrective feedback that a teacher provides and the types of corrective feedback that contribute to more uptakes. This cannot be used to determine certain type of corrective feedback is beneficial for students' language acquisition. It is because acquisition is a complex process which needs longer period of time to be discovered.

5.3 Recommendation

Based on the limitation of the study mentioned above, this study offers several recommendations for further study in the field of oral corrective feedback. The research of oral corrective feedback for students' of different proficiency levels is suggested to be conducted in various contexts and settings. Thus, the similarity and dissimilarity of the result can be found. The research which investigates the whole aspect of oral corrective feedback in a longer period of time is also recommended to be conducted since it can give a holistic picture of the phenomenon of oral corrective feedback for students' of different proficiency levels. In addition, a longitudinal study also can be conducted to discover the effect of oral corrective feedback for students' second language acquisition.

Furthermore, this study recommends the teacher to apply oral corrective feedback by suiting them with the students' proficiency levels. In line with the findings mentioned above, it is suggested that the teacher employs input providing feedback for low proficiency students, input providing feedback and output prompting feedback for mid proficiency student, and output prompting feedback for high proficiency students. However, it does not mean that input providing feedback cannot be used for high proficiency students since this feedback might be beneficial in certain condition. For instance, it will be beneficial when what the teacher corrected is beyond the students' knowledge.

The teacher also should be more reflective in giving the correction for the students. In other words, giving correction should not be spontaneous. The teacher should think for a while of what is the best corrective feedback that should be given for the students in each level. The teacher also should give corrective feedback carefully by considering the students' feeling. At last, training to enhance teacher's understanding of oral corrective feedback should be conducted.